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ABSTRACT

Contracted for 18 months and employing local people, the Alberta North Needs Assessment (ANNA) Task Force assessed the educational, social and cultural needs of North Albertans, and translated these needs into potential programs integrated, where desirable, with other government and local programs. The Task Force examined the community, client, and stakeholder identified needs, and made recommendations, where appropriate, to proceed with their resolution on a non-crisis basis. Project areas were scanned by "eyeballing" the communities, focusing on the exterior condition of physical plants (schools especially), their location in the community, general housing conditions, roads, and environmental setting. First impressions were gained regarding the presence of remoteness and isolation factors; casual and informal discussions were held with recipients of government services. Pertaining to the Northland School Division Study Group Report, community resource development, teacher supply, curriculum development, compensatory education, cross-cultural curriculum implementation, social delivery systems, financing small schools and jurisdiction, de-isolation initiatives, and cultural exposure excursions, the recommendations included that: the Early Childhood Services model be extended to primary grades in selected schools, and a study be undertaken to assess the need for additional assistance to boards to support cultural exposure excursions for students remote from large urban centres. (NQ)

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Alberta North Needs Assessment Task Force

Interim Report No. 1

Submitted to Alberta Education Planning and Research Branch by F. J. DUMONT, Coordinator

June 1975

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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ALBERTA NORTH NEEDS ASSESSMENT TASK FORCE INTERIM REPORT NO. 1

submitted to

Alberta Education Planning
and Research Branch

by

F. J. Dumont, Coordinator
June 1975

ALBERTA NORTH NEEDS ASSESSMENT

TASK FORCE

IMPLEMENTATION RESPONSIBILITY

Planning and Research Branch

Department of Education

Project No. S9217

AUTHORIZATION

Sector 3.0 Planning Development and Management

Alberta North-Sub Agreement

General Development Agreement

Province of Alberta and DREE

PROJECT COORDINATOR

Fred J. Dumont

Planning and Research Branch Field Office

High Prairie

PREFACE

The Task Force directed its attention to the examination of community, client and stakeholder identified needs with the aim of defining problems, and making recommendations where appropriate, to proceed with their resolution on a non-crisis basis.

The report, the first of three expected during the term of the Task Force, is divided into two sections. The first describes the frame of reference and operating principles of the Task Force. The second section describes the nature of the problem and recommended courses of action to be taken by the appropriate branches of the Department of Education and/or other agencies using, where appropriate, the coordinating and research capabilities of the field office. A number of other recommendations propose further research of partially identified needs before the problems can be defined. Specific recommendation in respect to these shall be the subject of the next interim report.

SUMMARY OF RECOMMENDATIONS

The following recommendations are put forward as the result of findings to date:

1. That the findings and recommendations of the Northland Study Group be reviewed to identify further developmental and implementation needs. Potential studies and/or projects tentatively identified are:
    1) local curriculum design,
    2) language survey in selected communities,
    3) the development of testing instrument to assess verbal and non-verbal competency of four-year-old children in their mother-tongue and/or second language,
    4) utilities to school, and
    5) model tutorial systems

2. That the Early Childhood Services model be extended to primary grades in selected schools. Criteria or sets of criteria are to be identified which might serve as bases for financial allocations over normal School Foundation Program grants to encourage school systems to implement the model.

3. That a study be undertaken to develop suggested terms of references to activate local school advisory committees, and further, to identify criteria which might serve as a base for financial support for the employment by school boards of School Advisory Committee development personnel. Jurisdictions recommended for selection as pilot projects are Fort Vermilion, Bonnyville, High Prairie and Northland.

4. That a study of the Department's Isolation Allowance be conducted to identify criteria which might serve as a basis for a more realistic and equitable system of financial aid to school systems which must compensate its employees for isolation and remoteness. Complementary to the above, the Task Force recommends a research project assessing the need for school system housing, determining the operating policies of other agencies in the Project Area which provide staff housing or other forms of housing assistance to staff, and to identify sets of criteria which might serve as bases for financial assistance to school systems to build and maintain employee housing of an acceptable standard.

5. That a pilot community-curriculum project be established in a centre where a high percentage of students of native ancestry attend the local school, and where classroom and office space is available to house the unit. The appropriate branch of the Department of Education should view the need for this kind of initiative in curriculum as urgent, and consider implementing the project in the Fall of 1975.

6. With the expiration of the E.O.F. compensatory component in June 1976, the Task Force recommends that immediate steps be taken to define and develop sets of criteria which might serve as bases for program-enhancing, financial allocations to school systems delivering service to the disadvantaged.

7. That the present status of the "Morning Star" and "Outreach" programs developed by the Universities of Alberta and Calgary respectively, be assessed with the view to making recommendations to appropriate agencies.

8. The Task Force recommends that an inventory be done jointly with the Northern Development Group to determine the identity and number of activities, operating policies and budgets of all public agencies providing capital development services or other form of assistance in the communities of the project area (excluding Fort McMurray), and that the role of selected agencies be assessed (by local researchers) in terms of their relative advantages and/or disadvantages to the development of the communities. (Fort McMurray to constitute a separate study).

9. That a follow-up study to the RATSOY-BUMBARGER proposals be undertaken to further examine the variables of remoteness, isolation and sparsity.

10. As a follow-up to the Audio Visual Branch Assessment of the Zone I pilot project, the Task Force recommends that a study be done to determine the need for an ongoing program of development to include such things as media production and training services, and further that the possibility of accessing federal funding to support the development of two complete regional instructional media centres to service Zone I and II, be fully explored.

11. That a study be undertaken to assess the need for additional assistance to boards to support cultural exposure excursions for students remote from large urban centres. The study would also attempt to respond to the basic question of need for transporting students to urban centres for exposure.

Recommendations in respect to the following are held in abeyance awaiting further assessment and study:

1. Special School-Community facilities
2. Locally governed community schools
3. School Library development
4. Establishment of Special facilities
5. Regional office of Education
6. IN-SERVICE PROGRAMS FOR LOCALLY APPOINTED SUPERINTENDENTS.

June, 1975

FRAME OF REFERENCE

The CANADA-ALBERTA AGREEMENT ON ALBERTA NORTH was signed early 1975, under the auspices of the 1974 Canada-Alberta General Development Agreement. The aim of the Alberta North Agreement is to initiate measures and to supplement current programs designed to improve job opportunities and social amenities for the people of Northern Alberta. The agreement provides for planning and research activities. The role of the Department of Education in "Alberta North" is to examine areas of need and priorize them in terms of recommended actions to be taken.

In February 1975, the Minister of Education established a Needs Assessment Task Force (A.N.N.A.) with the following frame of reference.

1. FUNCTION

The Alberta North Needs Assessment (A.N.N.A.) Task Force shall assess the overall priorities, plot directions, plan strategies and recommend implementation proposals, to various agencies within the Department of Education, which are aimed at meeting the educational, social and cultural needs of Northern Albertans.

2. TERMS OF REFERENCE

The "A.N.N.A." Task Force social adjustment program recommendations shall serve as one of the primary references in the formulation and negotiation of General Development subsidiary sub-agreements between

DREE and Alberta to jointly finance integrated, comprehensive long term programs to meet the special needs of Alberta North people, delivered in a manner which recognizes Northern conditions, Northern aspirations and Northern lifestyles.

Interim reports shall be submitted in June 1975, October 1975 and March 1976 which will isolate some pilot project work for implementation during the 1975 and 1976 fiscal years, financed within the framework of provincial "B" budgets. Projects which can be packaged in a manner which clearly identify social adjustment features will serve as tested prototype models to develop a case for joint funding of programs generally applicable throughout the project area.

3. PROJECT AREA

That part of Alberta situated north of Highway 16 referred to in the DREE sub-agreement as "Alberta North".

4. MECHANISM and RESOURCES

The project, approved by the joint committee under sector 3.0 of the Alberta North agreement, is made up of a Needs Assessment Task Force comprised of a full-time coordinator, contracted for a period of 18 months, and reporting directly to the DIRECTOR, Planning and Research Branch, Department of Education. Provisions are made for the employment of local people to gather and analyze information (short term contracts), to purchase information from researchers and agencies,

to employ secretarial services and rent of office space. A Regional Field Office should be established at High Prairie, Alberta.

All contracts with individuals, institutions and agencies for service shall be approved by the Minister.

The budget is as follows:

(a)	Honorarium to Project Coordinator		$ 45,000
	Honoraria to Local-Non Local Contractors and Secretaries		30,000
(b)	Lodging	4,000	
	Subsistence	2,000	
	Travel	15,000	21,000
(c)	Supplies, Equipment		
	Telephone, Printing, Technical Services		4,000
	TOTAL BUDGET		$100,000

PART I

TASK FORCE OPERATING PRINCIPLES

1. OPERATING PRINCIPLES

A. The Task Force adopted as its basic operational principle the five points stressed by Havelock in his problem solving model:

i) that user need is the paramount consideration; what the user needs and what the user thinks he needs are of primary concern.

ii) that assessment of need always has to be an integral part of the total problem solving process.

iii) that the outside change agent should be non-directive, rarely, if ever, violating the integrity of the user by setting himself up as the "expert".

iv) that internal resources, i.e., those resources already existing and easily accessibile within the client system, itself, should always be fully utilized and,

v) that self-initiated and self applied innovation will have the strongest user commitment and the best chances for long term survival.

Hence, the Task Force's approach to the project area problems has been to engage the "grass-roots" people as much as possible, obtaining in-puts from them concerning their ideas for present and future needs and by helping them in the process of recogizing and priorizing their needs.

B. The Task Force recognizes that the success of a project of this magnitude is heavily dependent on the respondents' interest and ability in projecting their thoughts well into the future, priorizing long range sets of goals, and to maintaining this interest. Hence, considerable time and effort on the part of the Coordinator and cooperating branches of the Department

shall be directed to the development of two-way communication networks with grass roots stakeholders.

C. The Task Force sees the need to enlist the help of appropriate branches of the Department of Education, and Northern Development Group, to undertake short term revision and action programs in response to immediate concerns.

D. Inasmuch as it is feasible and desirable to do so, the appropriate branches of the Department of Education, shall be requested to undertake recommended action programs and/or studies in consort with the Task Force; the role of the Task Force being limited to that of Coordination and provision of local information gathering and analysis.

E. In the need priorizing process, the Task Force shall attempt to ensure that the rationale for each initiative meets all of the following conditions;

i) it contains a social adjustment component, emphasizing a people oriented development process.

ii) "lessons of the past" receive primary consideration.

iii) it allows for an in-depth look at current situation.

iv) the resolution of the problem can likely result in new directions for the future.

v) it recognizes local capabilities and reinforces local involvement

vi) there is assurance that the development pace is realistic locally.

vii) it emphasizes local responsibility for determining priorities, planning and implementation.

2. PROCEDURES

One of the first tasks was to scan the project areas by "eyeballing" as many communities as possible. Special attention was focused on the exterior condition of physical plants (schools especially), their location in the community, general housing conditions, roads, and environmental setting.

First impressions were gained regarding the presence of remoteness and isolation factors. Casual and informal discussions were held with recipients of government services. Communities visited are listed in Appendix B.

The limited time available in which to do the scanning precluded analysis of problems related to socio-economic conditions. Notwithstanding this constraint, the overall impressions are thought to be quite valid, since the people with whom liaison was subsequently established re-inforced the accuracy of tentative "arm chair" conclusions, in most instances. Second, and in a few cases, third visits were made to centres for an in-depth look at specific prevailing conditions to validate the accuracy of the clients' descriptions of a perceived crisis situation.

The Task Force also directed its attention to effecting liaison

with Department/Inter-Departmental agencies, which are involved directly and indirectly in delivering services in the project area. Membership on the Human Environment Committee (OSERP), and the Cross-Cultural Curriculum Ad Hoc Committee have been valuable to date. In short, contact was established with four categories of stake-holders, (1) those who are on the receiving end of services delivered in the project area, (2) those who are elected to deliver services on a jurisdictional and/or regional basis, (3) those who are appointed to deliver consultative and monitoring services, and (4) those who are specifically conducting research in the north. Appendix C lists the individuals and groups where two-way communication has been initiated.

PART II

STUDY RECOMMENDATIONS

INTRODUCTION

One only needs to take a cursory look at the parameters of social problems that can result from rapid inflation to become aware that these are indeed very trying times, both for the individual and and the institution. The demand is such that immediate crisis situations get the highest priority. As a consequence, long term futuristic planning on the part of educational authorities and leaders in the project area, was not evident to this writer, on the "first round". It has been most difficult to discern a clear cut pattern of needs in all that was discussed. Needs elucidated were somewhat parochial in nature, and with a few exceptions, the general theme was that nothing was really wrong that more money won't fix. School Boards appear submerged in crisis from demanding teachers and rebellious taxpayers (parents). Other social service agencies are said to be scrambling around, using a mixture of organizational forms with little cohesion and apparently no relationship to each other. There appears to have been a real problem in Alberta North, arising out of these multiple government agencies attempting to deliver un-coordinated and non-integrated social services.

Finally, it is suggested that professional researchers are guilty of over-researching northern communities, and over-intellectualizing human problems. Again in this regard fragmentation of research efforts is evident.

STUDY RECOMMENDATIONS

The following study recommendations and project proposals emanate from the writer's appraisal and summation of a constellation of proposals received, priorizing short and long term needs of Alberta North. The list is not intended to be all inclusive but simply represents priority initiatives which should be proceeded with on a routine, non-crisis basis to meet some needs identified to-date. It is expected that further reports shall contain additional recommendations, as well as to report on the programs of studies undertaken.

NORTHLAND SCHOOL DIVISION STUDY GROUP REPORT

The report of the study team is expected to be completed in July 1975. The terms of reference of the Task Force in respect to Northland Schools is that the finding of the study will serve as a primary reference prior to any further needs assessment.

RECOMMENDATION #1

That the findings and recommendations of the Northland Study Group be reviewed to identify further developmental and implementation needs. Potential studies and/or projects tentatively identified are (See Appendix D):.

i) local curriculum design;

ii) language survey in selected communities (target population would be four year old children;

iii) the development of testing instrument to assess verbal and non-verbal competency of four year old children in their mother-tongue and/or second languages;

iv) utilities to schools and:

v) experimental model tutorial system.

COMMUNITY RESOURCE DEVELOPMENT

The Task Force has noted that a great many locally identified needs throughout the project area are really in fact "people development" needs. Generally, most agencies, since it is expedient and administratively simple, still use a "colonial pattern" delivery system with people constantly on the receiving end of services, not having any responsibility in planning and implementation. Apathy, lack of grass roots feedback and in-put, are the usual complaints from officials, both elected and appointed. The Task Force concludes that leadership development of community members must receive high priority in any social adjustment program.

The Early Childhood Services delivery model which focuses on the development of leadership skills of parents and community members to function effectively as parent groups associated with pre-school education and governance of the program represents our best mechanism for the implementation of a Community Resource Development scheme whose major thrust would be local leadership. This project can be packaged in a manner which clearly identifies its social adjustment features, hence, quite likely qualifying for future joint funding and retroactive coverage under the DREE-Alberta North Sub-Agreement.

RECOMMENDATION #2

That the Early Childhood Services model be extended to primary grades

in selccted schools. Criteria or sets of criteria to be identified which might serve as bases for financial allocations over normal S.F.P. Grants to encourage school systems to implement the model. (Potential budget needed is estimated at $500,000 yearly).

RECOMMENDATION #3

That a study be undertaken to develop suggested terms of references to activate local school advisory committees, and further to identify criteria which might serve as a base for financial support for the employment by school boards of School Advisory Committee development personnel.

The main thrust in the program will be leadership development. Hence likely eligible for joint funding through Alberta-North Sub-Agreement.

Jurisdictions recommended for selection as pilot projects are Fort Vermilion, Bonnyville, High Prairie and Northland. (Potential budget needed estimated at $60,000 yearly).

TEACHER SUPPLY

One of the more serious problems facing school authorities, is the recruitment and retention of quality teachers. The Alberta Teachers Association 1974 study of the Geographic and Occupational Mobility of Alberta teachers confirms the near unanimous view of stakeholders in Alberta North that there is a pressing need to reduce teacher

turnover. In response to a Task Force request the A.T.A. extracted information on teacher turnover in boards in Census Division 12-15 (Project area). This information was compared to southern census divisions, Edmonton, and Calgary. In the North, the turnover in 1974 was 20.8% compared to 14.3% in the South. The cities (Edmonton and Calgary) had a turnover of 10.7%.

There are two over-easy things to say about teacher turnover and neither of them is quite true. The first is to say that higher salaries will reduce mobility. This is a considerable over-simplification. The other is that the provision of better accommodation will result in greater permanency. This is also an over-simplification. The issue is far more complex in that it relates to teachers perceptions of their obligation, to the community and the community's obligation to them. "Coming out" from northern communities, after comparatively short residence, is a manifestation of a general attitude which detracts from community cohesiveness between teachers and residents. Quite likely, this feeling of impermanence contributes to a comparatively greater degree of social deviance among teachers and a lack of commitment to the community. In addition, other factors militate against greater permanency, such as, availability of social amenities, the extent of social deviance or depreciative behavior of students, severe climatic conditions, degree of participation in decision making, and lack of opportunity for advancement.

The Task Force, in deciding to review the Departments isolation bonus determinants and teacher housing policies of Boards and Department, realizes the importance of not exaggerating the positive effects that higher bonuses and better housing will have on retention. However, the Task Force accepts the contention of Alberta North stakeholders that realistic isolation allowances and provision of more housing would help them in recruiting sufficient quality teachersto meet yearly requirements.

The matter of counteracting the adverse effects on permanency of teachers stemming from certain existing environmental factors, is thought to lie beyond the terms of reference of the Task Force specifically. Certain other initiatives being comtemplated in consort with the Northern Development Group aimed at improving the quality of life of Northern Albertans will no doubt improve retention in the long term.

RECOMMENDATION #4

That a study of the Department's Isolation Allowance be conducted to identify criteria which might serve as a basis for a realistic and equitable system of financial aid to school systems who must compensate their employees for isolation and remoteness.

Complementary to the above, the Task Force recommends a research project assessing the need for school system housing, determining the operating policies of other agencies in the Project Area, providing staff housing or other forms of housing assistance to staff.

and to identify sets of criteria which might serve as basis for financial assistance to school systems to build and maintain employee housing of acceptable standards.

The Task Force estimates the cost of the combined study to be around $6,000.00. Mr. E.G. Wahlstrom has expressed an interest in doing the study.

CURRICULUM DEVELOPMENT

Through membership on the Cross Cultural Curriculum Committee the Task Force gained an appreciation of developments that have taken place to date in curriculum to meet the needs of Metis-Indian students. No field observation was undertaken and only cursory reading of studies was possible. Drop-outs of native students continues to be the central issue. "How well are Metis-Indian students doing in Alberta North schools"? Evidence shows that things are not good at all. Discussions held with stakeholders and clients reveal that a wide range of perceived needs and expectations exists, however the common thread is that all programs should have, as their goal the development of pride and dignity for all in an integrated school environment. The Task Force endorses recommendations that funding be made available to facilitate development of a suitable curriculum now.

Three proposals for curriculum development centres have been received by the Task Force. All appear to treat community development and curriculum development as two inseparable, interrelated processes.

RECOMMENDATION #5

That a pilot community-curriculum project be established in a centre where a high percentage of students of native ancestry attend the local school, and where classroom and office space is available to house the unit. The appropriate branch of the Department of Education should view the need for this kind of initiative in curriculum as somewhat urgent, and consider implementing the project in the Fall of 1975. (Potential budget needed estimated at $35,000 for first year.)

COMPENSATORY EDUCATION

In 1974, 17 school districts operated projects to improve educational programming for disadvantaged pupils. Most of these projects concentrated on basic skills and self-image. Total funding for 1974 was $716,609.00. The criteria used to designate "high priority" areas qualifying for support remains unclear to the Task Force. The McKay Study will serve as a prime reference, as well as the study by Dryden and Nygaard, involving an external summative and product evaluation of the compensatory program in the High Prairie, Lac La Biche and Bonnyville School Divisions.

RECOMMENDATION #6

With the expiration of the E.O.F. Compensatory component, in June 1976, the Task Force recommends that immediate steps be taken to define and develop sets of criteria which might serve as bases for program-

enhancing financial allocations to school systems. (In view of the fact that compensatory programs are basically social adjustment initiatives, it is proposed that the scheme be packaged in a manner which will qualify it for joint funding under the DREE-Alberta North Sub-Agreement.

CROSS-CULTURAL CURRICULUM IMPLEMENTATION

In any discussion of education involving people who are culturally and linguistically different, the greatest variety of factors come into play. These factors have an interlocking type relationship rendering isolation of a single element difficult. These factors include language, community socio-economic status, attitude to education. To some extent it will be necessary to deal with all of them in order, and ultimately, to be able to make informed decisions about inter-cultural educational policies in the schools of Northern Alberta. The Task Force, however, accepts the fact that a vital component in the provision of quality educational experiences is the teacher. The Parker study, commissioned by the Northern Development Group, on Language Policy and Indian Education recommends that major initiatives should be undertaken to obtain the most appropriate professional preparation possible for teachers working in inter-cultural settings.

Project "Morning Star", was directed at teacher education for natives. The program was to have been a joint effort of the Alberta Indian Education centre, the University of Alberta Intercultural Education facility and the

Blue Quills Board. The aim was to admit the first students to an off-campus program in the fall of 1975. The Alberta Indian Education Centre was to have primary responsibility for the administration of the program and funding. For reasons unknown to the Task Force, the Alberta Indian Education Centre was dissolved in March 1975, and consequently implementation plans for "Morning Star" have been stalled. Another pilot program, directed at teacher education for natives, has been started at the Grouard Vocational Centre by the University of Calgary "Out reach" campus program. The Task Force has been requested to consider special funding for the program.

RECOMMENDATION #7

That the present status of the "Morning Star" and "Outreach" programs developed by the University of Alberta and Calgary respectively be assessed with the view to making recommendations to appropriate agencies.

SOCIAL DELIVERY SYSTEMS

As alluded to earlier in this report, there appears to be a definite need to integrate and coordinate government services in the project area. The Task Force has found evidence throughout the area that varieties of individuals and agencies have periodically visited, worked in, left their imprint upon, and then departed from isolated communities with little apparent cooperation and coordination in their efforts.

RECOMMENDATION #8

The Task Force recommends that an inventory be done jointly with the Northern Development Group to determine the identity and number of activities, operating policies and budgets of all public agencies providing capital development services or other forms of assistance in the communities of the project area (excluding Fort McMurray), and that the role of these agencies be assessed, (by local recepient researchers) in terms of their relative advantages and/or disadvantages to the development of the communities (Fort McMurray to constitute a separate study).

FINANCING SMALL SCHOOLS AND JURISDICTIONS

The Ratsoy-Bumbarger study selected five variables, namely; size of jurisdiction, sparsity, remoteness, isolation, and existence of small schools with the view of operationalizing them in the Alberta context by establishing means for quantifying them to allow comparisons among jurisdictions. The report presented no recommendations for translating the three variables of sparsity, remoteness and isolation into a grant funding program. The report does not recommend the abandonment of these variables as possibilities, but rather to devote attention to gathering further data to do an adequate test of their impact on a funding formula.

RECOMMENDATION #9

That a follow up study to the Ratsoy-Bumbarger proposals be under

taken to further examine the variables of remoteness, isolation and sparsity with the view of determining whether or not any or all of these variables can differentiate regional differences in price of goods and services.

DE-ISOLATION INITIATIVES

Learning Resource Centres - problems posed by lack of, or accessibility to, so called "minimum necessary' library resources; supplies, equipment, audio visual and other instructional materials can be partly solved by making additional funds available to Boards to purchase their "necessary" resources. However, in order to make maximum use of these minimum resources, stakeholders are looking toward regional approaches. Both initiatives are necessary, if real de-isolation of non-urban people is to be effected.

Research is presently being undertaken (Audio-visual Aids Branch) to assess the effectiveness of the logistic procedures implemented by Zone I (Regional Office Of Education)during its first year of operation.

RECOMMENDATION #10

As a follow up to the Branch Assessment of the Zone I pilot-project, the Task Force recommends that a study be done to determine the need for an on-going program of development to include such things as media production and training services, and further, that the possibility of accessing federal funding to support the development of two complete

regional instruction media centres to service Zone I and II be fully explored.

CULTURAL EXPOSURE EXCURSIONS

It is accepted among stakeholders that learning opportunities are available outside of the regular classroom. Such excursions provide practical and concrete learning experiences for pupils. Properly planned, these can produce effective learning. The more remote the classroom is located from the two dominant centres, the greater the degree of disadvantagement.

RECOMMENDATION #11

That a study be undertaken to assess the need for additional financial assistance to boards to support cultural exposure excursions for students remote from large urban centres. The study would also attempt to respond to the basic question of need for transportating students to urban centres for exposure. (Perhaps through media, this can be accomplished without moving students).

SPECIAL SCHOOL-COMMUNITY FACILITIES

The Task Force was presented with numerous proposals involving the development of physical infrastructures, e.g., swimming pools, community centres, gymnasium-auditoriums, replacement of schools, expansion of schools, etc. It was difficult to discern a pattern of needs which might differentiate the "needy" from the "greedy". Broad applicability of support has far reaching fiscal implications, and point to the merit of determining the degree of Federal funding which

each project is eligible to receive. This matter requires further study before making firm recommendations.

LOCALLY GOVERNED COMMUNITY SCHOOLS

The proposed Province-wide study on Community Schools will provide a frame of reference for the Task Force to explore the development of Community School, local governance structures applicable in the North.

LIBRARY RESOURCES DEVELOPMENT

The need for special aid to school boards in the establishment of school resource centres, is one which has been partially identified but requires further assessment.

ESTABLISHMENT OF SPECIAL FACILITIES

Summer camp facilities for the physically handicapped, and school and hostel facilities centres for mentally handicapped, are needs partially identified but requiring further assessment.

REGIONAL OFFICES OF EDUCATION (ROE)

Client system comments points to wide gaps in meeting needs for requested professional development services in both zones. In areas remote from ROE's, there appears to be a demand for more Regional Office leadership in program development, workshops activities and materials and information dissemination. Views

expressed suggest inequities exist in the provision of consultative services, with those systems in areas remote from urban and centres having the greater need for this service, receiving the least attention on a continuous basis.

Regional Office effectiveness in this regard is perceived by consultants to be constrained by lack of flexibility and autonomy in their day to day operation, and lack of budgetary discretion. Further study is required before making recommendations in respect to this matter.

INSERVICE PROGRAMS FOR LOCALLY APPOINTED SUPERINTENDENTS

This need has been partially identified but requires further assessment.

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PART III

APPENDICES

Schedule "A"

This is Schedule A to an agreement dated the 15 day of January, 19 75, between the Minister, and Mr. F.J. Dumont and shall be considered as an integral part of the Agreement.

Terms of Reference of Research Study

OBJECTIVE

To assess the educational, social and cultural needs of Northern Albertans and to translate these into potential programs integrated, where desirable, with other government and local programs. Northern Albertans, for the purpose of this study, are those Albertans who reside north of Highway 16.

POTENTIAL AREAS OF NEED TO BE EXAMINED

The function of the task force is to identify special needs with particular attention to the desirability and feasibility of such long term projects as:

1. Aid to participating school boards in the establishment of Learning Resource Centers
2. Establishment of a regional Learning Resource Center utilizing electronic media
3. Provision of special school facilities
4. Adaptation of curriculum for disadvantaged students
5. Development and implementation of compensatory programs
6. Provision of utilities to schools (water, sewer, gas, electricity)
7. Development and application of an experimental tutorial education model in one area
8. Experimentation with locally-run community schools
9. School system staff housing
10. Any other specific or general need identified by local residents

MECHANISM AND RESOURCES

The project is made up of a Needs Assessment Task Force comprised of a coordinator, contracted part-time researchers, local (native, where possible) and non-local as required and secretarial services working within a total budget of $100,000 over an 18 month period of time commencing February 1, 1975, and terminating July 31, 1976.

DEPARTMENTAL/INTERDEPARTMENTAL RELATIONSHIP OF TASK FORCE

1. The task force Coordinator reports to the Director of Planning and Research.

2. The task force Coordinator will effect liaison, as required, with other branches of Alberta Education, including the two regional offices of education serving school jurisdictions north of Highway 16.

3. The task force Coordinator will also effect adequate liaison with:

   (1) Northern Development Group (Project North component)
   (2) Other departments with projects part of Project North.
   (3) Commissioner of the Northeast Alberta Region.
   (4) Alberta Oil Sands Environmental Research Group.
   (5) Federal Department of Regional Economic Expansion (DREE) Coordinating Committee. This study is an integral part of the Alberta North-DREE proposed agreement and if and when a Provincial Federal agreement is signed, there is to be shared funding as per terms agreed upon.

4. The report of the Northland Study Team report is to serve as a prime reference prior to any further needs assessment in the schools areas under the jurisdiction of Northland School Division No. 61.

EXTRA DEPARTMENTAL LIAISON

The task force Coordinator shall effect necessary liaison and communications with school jurisdictions, other stakeholders groups and any other association or group interested in education.

Ethnic Origin

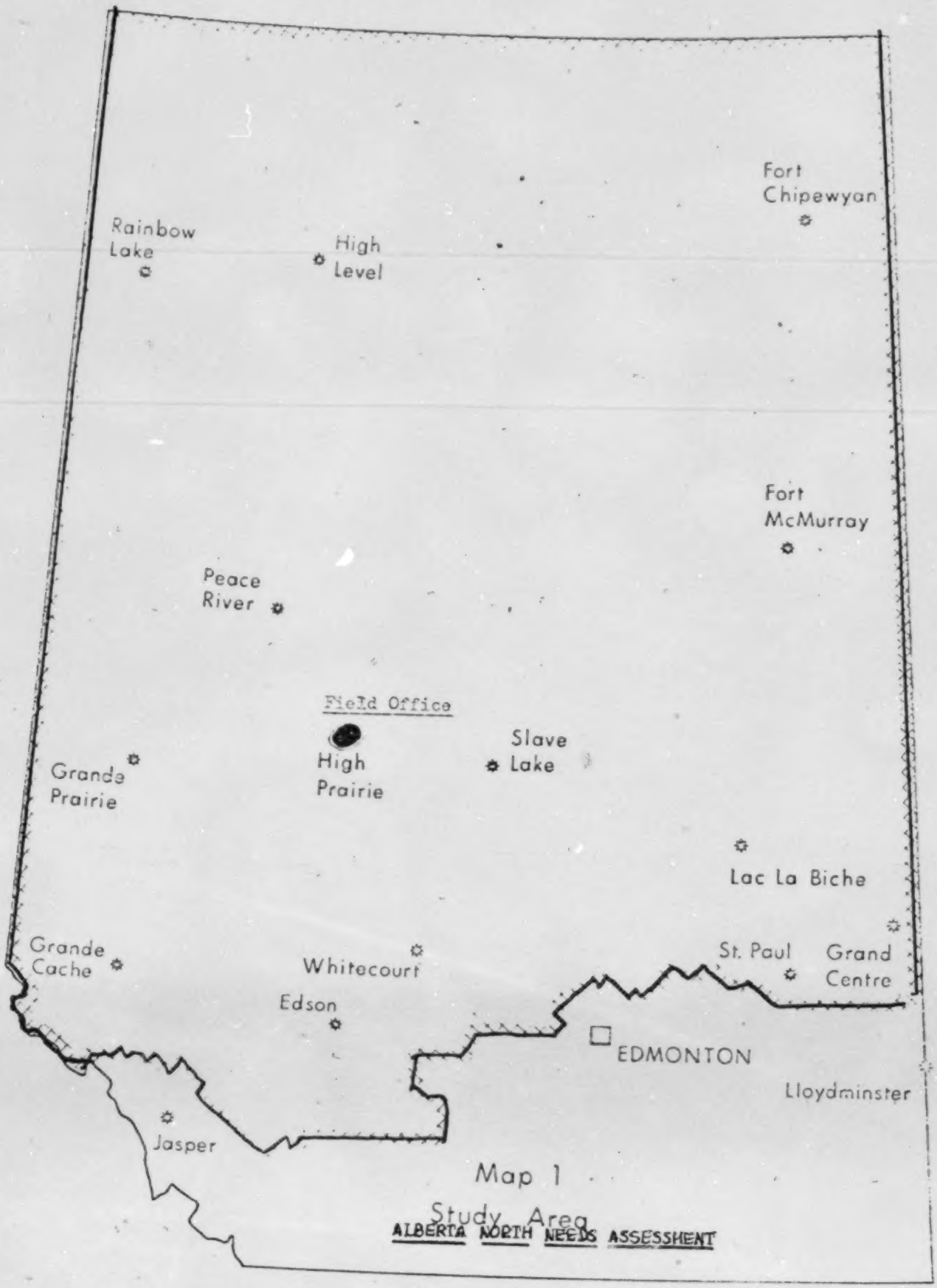
Illegible map on previous page deleted.

Selected Census Divisions

Alberta: 1971

Area	Total	British	French	German	Italian	Netherlands	Polish	Scandinavian	Ukrainian	Indian/Eskimo	All O
Alberta	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100
CD 12	3.4	2.1	10.7	1.3	1.4	1.1	5.0	1.8	7.0	18.9	1
13	2.7	2.1	3.4	3.2	1.1	2.5	5.4	2.7	5.1	3.0	1
14	1.3	1.3	1.7	1.4	0.8	1.7	1.4	1.6	1.2	1.3	1
15	5.8	4.6	11.7	5.0	1.2	6.7	5.7	6.8	4.8	25.5	4.
CD 12-15	13.2	10.1	27.4	10.8	4.4	11.9	17.6	13.0	18.1	48.7	9.
CD 1-11	86.8	89.9	72.6	89.2	95.6	88.1	82.4	87.0	81.9	51.3	91.

APPENDIX A



Map 1

Study Area

ALBERTA NORTH NEEDS ASSESSMENT

Table 2

Ethnic Origin

Selected Census Divisions

Alberta: 1971

Area	Total	British	French	German	Italian	Netherlands	Polish	Scandinavian	Ukrainian	Indian/Eskimo	All Other
Alberta	1,627,875	761,665	94,665	231,010	24,805	58,565	44,325	98,425	135,510	44,545	134,355
CD 12	54,645	16,110	10,095	2,990	335	620	2,230	1,820	9,550	8,425	2,470
13	43,705	15,675	3,215	7,370	275	1,450	2,405	2,670	6,895	1,320	2,510
14	21,665	9,890	1,625	3,125	200	1,020	640	1,555	1,655	585	1,365
15	94,760	35,240	11,040	11,495	290	3,905	2,505	6,730	6,460	11,375	5,735
CD 12-15	214,855	76,915	25,975	24,980	1,100	6,995	7,780	12,775	24,560	21,705	12,080
CD 1-11	1,413,020	684,750	68,690	206,030	23,705	51,570	36,545	85,650	110,950	22,840	122,275

Percentage Distribution

Alberta	100.0	46.8	5.8	14.2	1.5	3.6	2.7	6.0	8.3	2.7	8.3
CD 12	100.0	29.5	18.5	5.5	0.6	1.1	4.1	3.3	17.5	15.4	4.5
13	100.0	35.8	7.3	16.8	0.6	3.3	5.5	6.1	15.7	3.0	5.7
14	100.0	45.6	7.5	14.4	0.9	4.7	3.0	7.2	7.6	2.7	6.3
15	100.0	37.2	11.7	12.1	0.3	4.1	2.6	7.1	6.8	12.0	6.1
CD 12-15	100.0	35.8	12.1	11.6	0.5	3.3	3.6	5.9	11.4	10.1	5.6
CD 1-11	100.0	48.5	4.9	14.6	1.7	3.6	2.6	6.1	7.9	1.6	8.7

Source: 1971 Census of Canada, AP-11

APPENDIX B

The following lists all communities in the study area of 50 or more, in alphabetical order, according the following categories: cities, towns, villages and unincorporated places.

Bracketed number is the centre's population according to the 1971 federal census. Communities not visited are marked with an asterick.

CITY		
Grande Prairie		(13,079)
Road	-paved - all weather,	
TOWNS		
Athabasca		(1,765)
Road	-paved - all weather	
Barrhead		(2,803)
Road	-paved- all weather	
Beaverlodge		1,157
Road	-paved-all weather	
Bonnyville		2,587
Road	-paved - all weather	
Cold Lake		1,309
Road	-paved - all weather	
Edson		1,941
Road	-paved - all weather	
Elk Point		(729)
Road	-paved-all weather	
Fairview		2,109
Road	-paved - all weather	
Falher		
Road	-paved-all weather, snow plowed	
Fort McMurray		6,847
Road	-paved and gravel-all weather	
Fox Creek		1,281
Road	-paved-all weather	

Grande Cache	2,525
Road	-oiled-all weather
Grand Centre	2,088
Road	-paved-all weather
Grimshaw	1,714
Road	-paved-all weather
High Level	1,614
Road	-paved - all weather
Hinton	2,545
Road	-paved - all weather
Lac La Biche	1,791
Road	-paved - all weather
Rail	-twice weekly
Manning	1,071
Road	-paved - all weather
Mayerthorpe	1,036
Road	-paved-all weather
McLennan	1,090
Road	-paved-all weather
Peace River	5,039
Road	-paved-all weather
Rainbow Lake	355
Road	-gravel, all wather
Redwater	1,287
Road	-paved-all weather
Slave Lake	2,052
Road	-paved-all weather
Smoky Lake	881
Road	-paved -all weather

Spirit River	1,091
Road	-paved-all weather
St. Paul	4,161
Road	-paved-all weather
Swan Hills	1,376
Road	-gravel-all weather
Valleyview	1,708
Road	-paved-all weather
Westlock	3,246
Road	-paved-all weather
Whitecourt	3,202
Road	-paved-all weather
VILLAGES	
Alberta Beach*	320
Road	-paved-all weather
Berwyn	474
Road	-paved-all weather
Boyle	460
Road	-paved-all weather
Clyde	233
Road	-paved-all weather
Donnelly	274
Road	-paved-all weather
Eaglesham	218
Road	-paved-all weather
Evansburg	528
Road	-paved -all weather

Fort Assiniboine		173
Road	-paved -all weather	
Girouxville		347
Road	-paved-all weather-snow plowed	
Glendon		354
Road	-paved-all weather	
Hines Creek		438
Road	-gravel-all weather	
Hythe		487
Road	-paved-all weather	
Kinuso		267
Road	-paved-all weather	
Nampa		283
Road	-paved-all weather	
Onoway		496
Road	-paved-all weather	
Plamondon		189
Road	-paved-all weather	
Radway		170
Road	-paved-all weather	
Rycroft		461
Road	-paved-all weather	
Sangudo		360
Road	-paved-all weather	
Sexsmith		559
Road	-paved-all weather	
Thorhild		509
Road	-paved-all weather	

Vilna	303	
Road	-paved-all weather	
Wanham	268	
Road	-paved-all weather	
Warspite	110	
Road	-paved-all weather	
Waskatenau	233	
Road	-paved-all weather	
Wembley	348	
Road	-paved-all weather	

UNINCORPORATED PLACES

Anzac	114	
Road	-dry weather	
Ardmore	230	
Road	-paved-all weather	
Ashmont	150	
Road	-paved-all weather	
Atikameg	117	
Road	-gravel-all weather	
Beaver Lake	71	
Road	-gravel-all weather	
Bezanson	54	
Road	-paved-all weather	
Big Prairie	159	
Road	-gravel-all weather	
Big Prairie Colony	353	Map Ref.3W
Road	-gravel-all weather	

Blue Ridge *	239	
Road	-oiled-all weather	
Bluesky	124	
Road	-paved-all weather	
Brownvale	161	
Road	-paved-all weather	
Busby*	65	
Road	-gravel-all weather	
Cadomin*	109	
Road	-gravel-all weather	
Cadotte Lake	192	
Road	-gravel-dry weather	
Canyon Creek	205	
Road	-paved-all weather	
Caslan	117	
Road	-gravel-all weather	
Caslan Colony	536	Map Ref. 7W
Road	-gravel all weather	
Clairmont	309	
Road	-paved-all weather	
Cold Lake Band	871	Map Ref.149,149A,149B
Road	Paved-all weather	
Colinton	125	
Road	-paved-all weather	
Conklin*	119	
Road	-trail, periodic snow plowing	
Dapp	62	
Road	-gravel-all weather	

Debolt	79	
Road	-paved-all weather	
Desmarais	258	
Road	-gravel-all weather	
Dixonville	113	
Road	-paved-all weather	
Driftpile Band	539	Map Ref. 150
Road	-paved-all weather,snow plowed	
East Prairie Colony*	322	
Road	-gravel-all weather	
Elizabeth	58	
Road	-gravel-all weather	
Faust	353	
Road	-paved-all weather	
Fawcett	141	
Road	-paved-all weather	
Flatbush	70	
Road	-gravel-all weather	
Fort Chipewyan	1,122	
Road	-none	
Fort Kent	113	
Road	-paved-all weather	
Fort McKay	200	
Road	-gravel-all weather	
Fort Vermilion	740	
Road	-oiled-all weather	
Gift Lake	379	
Road	-gravel-all weather	

Heart River Settlement (Big Prairie Settlement)	57	
Road	-gravel-all weather	
Heinsburg*	100	
Road	-gravel all weather	
Notikewin	70	
Road	-paved-all weather	
Imperial Mills	118	
Road	-gravel-all weather	
Jarvie	104	
Road	-paved-all weather	
Rail	-Twice weekly	
Janvier Band*	201	Map Ref. 194
Road	-trail	
Jean Cote*	58	
Road	-gravel-all weather	
Joussard*	269	
Road	-paved -all weather	
Keg River	69	
Road	-paved-all weather	
Kikino	202	
Road	-gravel-all weather	
LaGlace*	92	
Road	-oiled-all weather	
Little Buffalo Lake	165	
Road	-trail, periodic snow plowing	
Little Red River Band (Jean D'Or)	(980)	
Road	-gravel-all weather	

Little Red River Band* (Fox Lake)		
Road	-dry weather-periodic snow plowing	
Loon Lake	135	
Road	-gravel-all weather	
Mallaig	190	
Road	-paved-all weather	
Marie-Reine*	83	
Road	-gravel-all weather	
Neerlandia	81	
Road	-gravel-all weather	
North Star	87	
Road	-paved-all weather	
Paddle Prairie Colony	349	
Road	-paved-all weather	
Peerless Lake	134	
Road	-gravel-dry weather	
Red Earth	86	
Road	-gravel all weather	
Ridge Valley	54	
Road	-gravel-all weather	
Rochester	111	
Road	-paved-all weather	
Rochfort Bridge	63	
Road	-paved-all weather	
Saddle Lake Band	2,663	Map Ref. 125,128
Road	paved -all weather	
Smith	445	
Road	-gravel-all weather	

Tangent	96
Road	-oiled-all weather
Trout Lake	162
Road	-gravel-dry weather
Vimy	115
Road	-paved-all weather
Wabasca	172
Road	-gravel-all weather
Whitelaw	192
Road	-paved-all weather
Wildwood*	197
Road	-paved -all weather
Woking*	85
Road	-paved-all weather
Worsley	86
Road	-gravel-all weather
Zama City *	68
Road	-gravel-all weather

APPENDIX C

Brief and/or written communication received in respect to needs.-

CATEGORY I

Hines Creek Community Centre Committee
Worsley Board of Trade
Fort Vermilion Recreation Board
Interagency Committee - High Prairie
Tri Colony Council-Gift Lake
Native Outreach - Big Prairie
Treaty Regional Council-Grouard
Fort McMurray Chamber of Commerce
Fort McMurray Preventive Social Services
District Action Committee-Lesser Slave Lake
High Prairie Home and School Association
Association for Mentally Retarded - Grande Prairie
Grande Cache Parent Association
Grande Cache Chamber of Commerce
Native Area Development Committee - Grande Cache
Community Services Commission - Peace River
Day Care Associations - Falher, Slave Lake, High Prairie.
Early Childhood Services Parent Committees - Fort Vermilion
Lesser Slave Lake Region Preventive Social Services
Parent Child Development Committee - Colonies
Community Action and Information Service - Slave Lake

CATEGORY II

County of Thorhild Council
County of Athabasca Education Committee
High Prairie School Division Board
Bonnyville School Division Board
County of Barrhead Board
Fairview School Division Board
Spirit River School Division Board
County of Smoky Lake Council
County of St. Paul Education Committee
St. Paul Regional Board
St. Paul Catholic School Board
South East Peace Catholic School Authority
North Peace Catholic School Authority
Northland School Division Board
Fort Vermilion School Official Trustee
Grande Cache Urban County Council
Lac La Biche School Board
A.S.T.A. Zone I and II
Blue Quills School Board (Morning Star Project)

CATEGORY III

Superintendents of Schools - Zone 1
Learning Assistance Centre Personnel- Grande Prairie
Regional Office of Education - Zone 1
Early Childhood Services Coordinator - Zone
Director, Preventive Social Services - Lesser Slave Lake
Director, Preventive Social Services - Smoky River #30
Cross Cultural Ad Hoc Committee
Isolated Communities Advisory Board-Wm. Beaver
Northern Development Council- (Eldon Shorn)
Northern Development Group (Paul Conway-Director of Research)
Oil Sands Environmental Research Project Secretariat
Human Environment Technical Committee
Lawrence Tymko- Education Services A.S.T.A. -Edmonton
M.T. Sillito- Professional Development A.T.A.
Commissioner North East Region, Fort McMurray
DREE- Bud Bewell (Analysis Branch)
Superintendent of Schools - Zone 2
Superintendent of Schools - Grande Cache (Zone 3)
School Library North Peace Council-Faye Boyle
Regional Office of Education - Zone 2
M. Adamson- Audio Visual Services
J. Egan- Learning Resources Officer
ACCESS - Larry T. Shorter
E. Moore - University of Calgary (Grouard A.V.C.)

CATEGORY IV.

Northland Study Group
Oil Sands Environmental Research Project
Northern Development Group

APPENDIX D

17-058-0

Dr. W.H. Swift
Chairman
Northland School Division
Study Group
Executive Building
Edmonton, Alberta

Dear Dr. Swift:

RE: Linguistics Research--
Northland School Division Study Group

Very recently I had a conversation with Dr. R.J. Carney, and he requested that I take certain steps as a follow-up concerning prospective research in linguistics as applied to four-year-old children in the Northland School Division.'

In regard to this research possibility, there has been consultation with a number of interested and qualified professionals. For your information, copies of the relevant correspondence and reports are attached. Dr. Bruce L. Derwing, Department of Linguistics, University of Alberta and Mr. Fred Dumont, Co-Ordinator, Project North, Planning and Research Branch, Department of Education, have expressed special interest regarding the development of a research model and, ultimately a testing instrument for very young children who are about to enter school.

Mr. Dumont has expressed his approval for the Northern Development Group to go ahead with Dr. Derwing in developing a research model that could be included as part of the Northland School Division Study Group Report. I would think that this possibility would interest Dr. Derwing and his associates, however, the likely time constraints would present some difficulty for them.

May we please have your advice in this matter. If you would like to have a conference to discuss this matter, that can easily be arranged.

Yours sincerely

Roy L. Piepenburg
Social Development Strategist

cc. Dr. Bruce L. Derwing
Fred J. Dumont
Dr. R.J. Carney

SUGGESTED RESEARCH ACTIVITY

A. Teaching English as a Second Language.

1. Area of research:

(a) survey of research on teaching English as a second language, primary grades (pre-school to grades 3) and,

(b) use of mother-tongue as a language of instruction in primary grades and the dominant language as a transitional vehicle.

2. Problem:

Some children registering in Northlands Schools have little or no competency in English. Their language development has been based on a Native language (Cree or Chipewyan). These children, their number and location are not clearly known at present, are usually placed in an English language environment conducted by teachers who have little or no primary teacher training or experience in TESL. In many instances, however, these teachers are assisted by teacher-aides who know the local language and use it for instructional and directional purposes. In some instances the children begin school in a pre-school setting (early childhood services) conducted by local residents who have some pre-school teacher education training. Here again the language and instruction is primarily English with some use of the Local language.

3. Question to be Answered:

Northland school situations vary from primary classroom environments where most of the children do not speak English, to those where most children have a reasonable level of competency in English. It is assumed that the objective of all Northland Schools is to provide learning environments leading to standard levels of English competency.

For those children who begin school with little or no knowledge of English, it is best to begin instruction in English using a TESL method with some use of the Native language, or can the objective be best achieved by using the Native language as the language of instruction with English being gradually introduced?

Apart from the logistical difficulties of either alternative what does research have to say on this matter?

SUGGESTED RESEARCH ACTIVITY

Language Survey Northland School Communities.

1. Area of research:

There are presently thirty Northland Schools in operation serving isolated and rural areas in Northern Alberta. The language situation in these communities differ widely- from all English speaking pupils in places like Zama, to all Cree speaking pupils in Garden Creek.

2. Problem:

Because of the different linguistic backgrounds of pupils in such schools, it is essential that the division have appropriate teaching methodologies for various classroom environments. The language of instruction is more than a methodological issue. The appropriate methodology may not be sanctioned by the parents concerned or by the divisional board.

3. Questions to be Answered:

(1) What languages do children use in Northland communities before they enter Northland administered school programs.

(2) What is the level of oral language competency in their mother-tongue and/or second languages.

It is not known what methodology should be used to obtain this information. Outside researchers will undoubtedly encounter severe problems in obtaining accurate information, at the same time, local observers may not be familiar with the appropriate means of assessing language competency. The ideal target population would be four-year old children.

4. It is suggested that a pilot project be conducted in six communities (Cadotte Lake, Chipewyan Lakes, Garden Creek, Jean D'Or, Paddle Prairie, Conklin)